

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN FY23		
School Name: R M Moore Elementary STEM Academy		District Name: Cherokee County School District
Principal Name: Matt Kimbrell		School Year: 2022-2023
School Mailing Address: 1375 Puckett Road Waleska GA 30183		
Telephone: 770-704-1212		
District Title I Director/Coordinator Name: Lynda Wallace		
District Title I Director/Coordinator Mailing Address: PO Box 769 / Canton, GA 30169		
Email Address: lynda.wallace@cherokeek12.net		
Telephone: 770-704-4285		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Comprehensive Support School <input type="checkbox"/>	Targeted Support School <input type="checkbox"/>	
Revision Date: 8.19.2022	Revision Date:	Revision Date:

Schoolwide Plan Development- Section 1114(2)(B) (i-iv)

a). Is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section;

- Not applicable as school is an established schoolwide school.

c). Remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

d). Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

e). Is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

- The Schoolwide Plan was developed with the involvement of parents and other members of the community including administrators, teachers, other staff members and students. It remains in effect for the duration of the school's participation as Title I and revised as necessary based on student needs. It is available to the parents and public via the school website, front office and parent resource room in an understandable and uniform format. To the extent practicable and upon request, it will be provided for parents in a language that they can understand. It was developed in coordination and integration with other Federal, State, and local services, resources and programs.

Schoolwide Plan Development- Section 1114(2)(B) (i-iv) - continued

b). Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

FY23 Title I SWP - Beginning of the Year Meeting
Sign-In Sheet
School: RM Moore Elementary STEM Academy
Date: Friday, August 19, 2022 - 7:45 AM

Member Name	Member's Signature	Position/Role
Matt Kimbrell	<i>Matt Kimbrell</i>	Principal
Kim Moody	<i>Kim Moody</i>	Assistant Principal
Sarah Armbruster	<i>Sarah Armbruster</i>	Academic Facilitator
Karen Wells	<i>Karen Wells</i>	Instructional Lead Strategist
Nora Vizuete	<i>Nora Vizuete</i>	Parent Facilitator
Emily Ingram	<i>Emily Ingram</i>	Parent Facilitator
Mandy Koch	<i>Mandy Koch</i>	First Grade Teacher
Whitley Diamond	<i>Whitley Diamond</i>	Second Grade Teacher
Leo Pilla	<i>Leo Pilla</i>	Fifth Grade Teacher
Beth Cornelison	<i>Beth Cornelison</i>	EIP Teacher
Lilly McFalls	<i>Lilly McFalls</i>	ESOL Teacher
Mandy Stewart	<i>Mandy Stewart</i>	SPED Teacher
Kim Howell	<i>Kim Howell</i>	Paraprofessional
Audrey Legrand	<i>Audrey Legrand</i>	Parent
Mary Helen Lamb	<i>Mary Helen Lamb</i>	Mayor, Grandparent, and Community Partner

*Members should include: Administrators, Teachers, Paraprofessionals, Parent/Guardians, Community Members, and Students (MS Only)

Comprehensive Needs Assessment: Sec.1114(b)(1)(A)

A comprehensive needs assessment is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

Response:

Our instructional data sources are as follows:

- Georgia Milestones End of Grade
- ACCESS 2.0
- easyCBM
- Scholastic Next Step Guided Reading Assessment
- iReady
- Common Science Benchmark Assessment
- Common Social Studies Benchmark Assessment
- SLDS/IIS Dashboard (resource: demographics, assessment data)

Demographics Percentages based on SY 2021-2022			
ED	EIP	ESOL	SWD
54.22%	42.3%	28.1%	14.3%

SY 2021-2022

Reading	easyCBM Data SY 2021-2022 <i>Percentage of Students Above the 25th Percentile</i>		
	Beginning of the Year	Middle of the Year	End of the Year
	Grade		
K*	55%	66%	64%
1**	46%	55%	54%
2	54%	53%	58%
3	69%	77%	70%
4	72%	68%	80%
5	69%	74%	76%

*B.O.Y. Progress: Letter Names; M.O.Y. and E.O.Y. Progress: Letter Sounds

**B.O.Y. Progress: Phoneme Segmenting; M.O.Y. and E.O.Y. Progress: Word Reading Fluency

Reading	Scholastic Next Step Guided Reading Assessment SY 2021-2022 <i>Percentage of Students On or Above Instructional Grade Level Expectations Based on Fountas and Pinnell Literacy</i>		
	Beginning of the Year	Middle of the Year	End of the Year
	Grade		
K	N/A	11%	45%
1	36%	39%	45%
2	44%	55%	67%
3	52%	62%	59%
4	41%	54%	58%
5	50%	51%	56%

Math	iReady Diagnostic Data SY 2021-2022 Percentage of Students Above the 25 th Percentile		
	Beginning of the Year	Middle of the Year	End of the Year
	K	56%	62%
1	70%	73%	65%
2	61%	58%	64%
3	63%	64%	63%
4	61%	56%	58%
5	44%	55%	59%

EL Language	Access 2.0 January/February 2020, 2021, 2022 Percentage of Students at Each Level Based on Overall Scores																		
	Entering Level 1			Beginning Level 2			Developing Level 3			Expanding Level 4			Bridging Level 5			Reaching Level 6			
	Grade	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022
K	60%	71%	75%	23%	16%	12%	15%	8%	14%	2%	5%	0%	0%	0%	0%	0%	0%	0%	0%
1	13%	24%	24%	33%	39%	51%	50%	37%	22%	4%	0%	2%	0%	0%	0%	0%	0%	0%	0%
2	21%	9%	5%	18%	37%	27%	48%	44%	53%	12%	9%	14%	0%	0%	2%	0%	0%	0%	0%
3	10%	14%	11%	13%	27%	34%	49%	41%	32%	26%	19%	24%	0%	0%	0%	0%	0%	0%	0%
4	5%	3%	8%	15%	9%	8%	45%	41%	31%	35%	34%	42%	0%	13%	11%	0%	0%	0%	0%
5	6%	5%	0%	9%	16%	10%	24%	42%	24%	59%	34%	41%	3%	3%	24%	0%	0%	0%	0%

Science	Common Science Benchmark Assessment Data SY 2021 - 2022 <i>Percentage of Students Scoring in the Range</i>											
	Expectations Not Met 0 - 50			Approaching Expectations 51 - 65			Meets Expectations 66 - 89			Exceeds Expectations 90 -100		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
5	84%	43%	26%	14%	32%	31%	3%	21%	37%	0%	3%	6%

Social Studies	Common Social Studies Benchmark Assessment Data SY 2021 - 2022 <i>Percentage of Students Scoring in the Range</i>											
	Expectations Not Met 0 - 50			Approaching Expectations 51 - 65			Meets Expectations 66 - 89			Exceeds Expectations 90 -100		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
5	96%	73%	50%	4%	22%	32%	0%	4%	17%	0%	0%	1%

*** The Georgia Department of Education suspended End of Grade Testing for SY2019-2020 students due to the COVID-19 pandemic.

ELA	GA Milestones Spring 2019, 2021 ^{***} , 2022											
	Beginning Learner Level 1			Developing Learner Level 2			Proficient Learner Level 3			Distinguished Learner Level 4		
Grade	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
3	37.9%	49.5%	49.64%	29%	26.4%	26.62%	27.6%	19.8%	17.99%	7.6%	4%	5.76%
4	35.2%	44.9%	37.5%	33.8%	28%	33.55%	18.9%	19.6%	17.11%	9.7%	7.5%	11.84%
5	19.6%	35.4%	33.6%	35.1%	32.9%	27.2%	30.4%	29.1%	31.2%	12.2%	2.5%	8%

Math	GA Milestones Spring 2019, 2021 ^{***} , 2022											
	Beginning Learner Percentage of students at Level 1			Developing Learner Percentage of students at Level 2			Proficient Learner Percentage of students at Level 3			Distinguished Learner Percentage of students at Level 4		
Grade	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
3	21.4%	27.6%	23.02%	31%	38.2%	41.01%	39.3%	27.6%	25.9%	10.3%	6.5%	10.07%
4	22.8%	30.8%	25.66%	34.5%	35.2%	33.55%	29.7%	28.9%	32.24%	8.3%	4.7%	8.55%
5	23%	35.8%	34.4%	28.4%	37.7%	26.4%	31.8%	19.1%	23.2%	14.2%	7.4%	16%

Science	GA Milestones Spring 2019, 2021 ^{***} , 2022											
	Beginning Learner Percentage of students at Level 1			Developing Learner Percentage of students at Level 2			Proficient Learner Percentage of students at Level 3			Distinguished Learner Percentage of students at Level 4		
Grade	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
5	37%	38.8%	36%	28%	30.2%	29.6%	24%	26.5%	23.2%	8%	4.3%	11.2%

Parent Engagement	Title I Parent Survey Data Spring 2020, 2021 and 2022 <i>Percentages Based on Parent Participant Responses</i>			
	Activity Title: Title I Parent Survey			
Date of Activity: Spring 2020; Spring 2021; Spring 2022				
Question	Answer Choices	2020	2021	2022
The school staff welcomes me when I visit my child's school.	Always	83%	N/A	72%
	Usually	9%	N/A	16%
	Sometimes	5%	N/A	10%
	Never	2%	N/A	1%
	Did not visit			1%
Are you aware of opportunities to volunteer at your child's school?	Yes	86%	N/A	79%
	No	14%	N/A	21%
I am encouraged to be involved and participate in school events.	Always	55%	51%	59%
	Usually	21%	19%	22%
	Sometimes	20%	22%	16%
	Never	4%	8%	3%
I find the Title I workshops and meetings, such as Curriculum Night, Title I Annual Meeting, Canvas Training, and Parent Engagement events to be beneficial.	Always	49%	40%	49%
	Usually	25%	19%	20%
	Sometimes	23%	25%	14%
	Never	4%	6%	2%
	No Opinion	N/A	10%	N/A
	Did not attend			15%
Overall, the school provides opportunities for parents to give input in school decisions.	Always	47%	54%	59%
	Usually	29%	23%	25%
	Sometimes	20%	20%	15%
	Never	4%	3%	1%
My child's school provides information about ways I can engage in the education of my child.	True	94%	93%	94%
	False	6%	7%	6%
I am informed as to how my child is doing academically in school.	Never	6%	6%	N/A
	Once or Twice a Month	18%	14%	N/A
	Every Few Months	15%	14%	N/A

	Monthly	6%	7%	N/A
	Weekly	54%	59%	N/A
How would you like to see the parent and family engagement funds used? *Multiple Choices May Be Selected	Parent Involvement (Engagement) Facilitator	54%	56%	31%
	Childcare for Parent and Family Engagement Activities/Workshops	22%	21%	11%
	Educational Materials for Parent Use	28%	25%	N/A
	Technology Resources	21%	17%	N/A
	Parent Resource Center	21%	20%	18%
	Other	9%	14%	N/A
	Materials for staff training	N/A	N/A	21%
	Educational materials for the Parent Engagement events	N/A	N/A	19%

Data Analysis:

Content Area	Strengths	Areas for Growth
ELA	<ul style="list-style-type: none"> • easyCBM showed an increase in the percentage of students above the 25th percentile in all grade levels from the beginning of the year. • Scholastic showed an increase in the percentage of students on and above grade level in all grades. • ELA Milestones data showed a decrease in the average percentage of Level I's and Level II's from the previous year by 3.4%, from 72.4 % to 69%, meeting the yearly goal. The percentage of Level I's in all grades also decreased. The level IV's also increased in all grade levels from the 2020-2021 school year. For the 2022-2023 school year, RMMES has changed our goals from a decrease in the percentage of level 1 and 2 students to an increase in level 3 and 4 students. This change will help us focus on growth-based goal towards proficiency. • ELA Milestones subgroup data shows a relative strength within the Students with Disabilities (SWD) student group population. In comparing with our like schools, we are closely aligned with the percentage of level 1 and level 2 students and have a slightly higher percentage of level 3 students than our like schools. • Continued work in phonemic awareness and phonics will continue to increase growth in easyCBM scores in K-2 and continue to build foundational skills essential for student growth in reading and writing. • Beacon data shows that vocabulary acquisition is a relative strength. We will continue to capitalize on this strength to build understanding and strengths in additional reading and writing domains. 	<ul style="list-style-type: none"> • easyCBM showed a decrease in the percentage of students above the 25th percentile in kindergarten, first, and third grades from the MOY assessments. • Scholastic third-grade data at the EOY showed a decrease from the MOY. • ELA Milestones data still shows an average of 69% of students at level I or level II. • ELA Milestones subgroup data for ELL and ED shows a gap between our like schools and district proficiency levels. • Beacon data shows that Research, Writing Skills, and Text Types and Purposes are the overall highest areas of growth. We will continue to build these skills through literacy integration into content areas and focus on these domains in instructional practices. This will also contribute to growth on Milestones domains.
Math	<ul style="list-style-type: none"> • EOY iReady data showed an increase in the percentage of students above the 25th percentile in kindergarten, second and fifth grades from the BOY. • Milestones Math data showed an average decrease in Level I's and II's that was more than double the 3% 	<ul style="list-style-type: none"> • EOY iReady data first and fourth-grade data showed a lower percentage of students above the 25th percentile from the BOY, while third grade remained at the same percentage of students above the 25th percentile.

	<p>yearly goal. Milestones data also showed an increase in the percentage of Level IV's in Math in all grade levels compared to last year's Milestones scores. For the 2022-2023 school year, RMMES has changed our goals from a decrease in the percentage of level 1 and 2 students to an increase in level 3 and 4 students. This change will help us focus on growth-based goal towards proficiency.</p> <ul style="list-style-type: none"> • Math Milestones subgroup data shows RMMES has a slightly lower percentage of SWD students than our likes schools at level 1. • iReady data shows that Numbers and Operations, as well as Algebra and Algebraic Thinking are relative strengths. We will continue to work on building understanding in these domains to continue to increase percentage of students on grade-level by working on number sense, fact fluency, and multistep word problems. 	<ul style="list-style-type: none"> • Milestones Math data shows 65.6% of students are still a Level I or Level II. • Math Milestones subgroup data for the SWD, English Language Learners (EL), and Economically Disadvantaged (ED) shows an overall gap between our like schools and district proficiency levels. • iReady data shows that Measurement and Geometry are the lowest domains. We will continue to build understanding and adjust pacing to build knowledge of these standards throughout the year.
Science	<ul style="list-style-type: none"> • Milestones Science data showed a decrease in the average percentage of Level I's and Level II's from the previous year by 3.4%, from 69 % to 65.6%, meeting the yearly goal. For the 2022-2023 school year, RMMES has changed our goals from a decrease in the percentage of level 1 and 2 students to an increase in level 3 and 4 students. This change will help us focus on growth-based goal towards proficiency. • Science Milestones subgroup data shows RMMES has a lower percentage of SWD students than our likes schools at level 1. RMMES has a higher percentage of level 4 students than both our like schools and district in the SWD subgroup. RMMES has similar percentage of level 4s compared to our like schools and district ED subgroup. • EOY fifth grade Common Benchmark Science data showed a continued increase in students approaching and meeting expectations in both content areas. This year's data showed approximately double the 	<ul style="list-style-type: none"> • Milestones Science data shows 65.6% of students are still a Level I or Level II. • Science Milestones subgroup data for the SWD, EL, and ED student populations shows an overall gap between our like schools and district proficiency levels. • We will continue to work on decreasing Level I's and II's and increasing Level III's and IV's by integrating literacy into Science to build student understanding and strengthen informational reading and writing.

	<p>percentage of students than the previous year in approaching and meeting expectations on the Common Benchmark Assessments in Science.</p> <ul style="list-style-type: none"> • We will continue to work on decreasing Level I's and II's and increasing Level III's and IV's by integrating literacy into Science to build student understanding and strengthen informational reading and writing. 	
Social Studies	<ul style="list-style-type: none"> • EOY fifth grade Common Benchmark Social Studies data showed a continued increase in students approaching and meeting expectations. This year's data showed approximately double the percentage of students than the previous year in approaching and meeting expectations on the Common Benchmark Assessments in Social Studies. • We will continue to build inquiry based learning and active learning structures to strengthen student understanding of Social Studies concepts and standards. 	<ul style="list-style-type: none"> • EOY fifth grade Common Benchmark Social Studies data only has 18% of students meeting or exceeding. We will continue to build inquiry-based learning and active learning structures to strengthen student understanding of Social Studies concepts and standards.

Root Cause Analysis

Why are students not performing well in ELA?	
Priority Order: 1	
ROOT CAUSE	HOW TO ADDRESS CONCERNS
Lack of phonemic awareness and phonics	Foundations training (K-2); school based (3-5) phonics training; Informal classroom walk-through data
Lack of reading comprehension	Explicit Modeling; Guided Reading Instruction; PLCs; Independent Workstations; Raz/Epic
Fidelity with RTI Interventions	Professional Learning Community; Data Analysis; Provide feedback based on progress monitoring and have students track progress towards goal(s); Quarterly meetings with RTI Chairs
Lack of writing stamina	Professional Development; Use writing exemplars; Explicit/Modeling Strategies; Feedback; PLCs; Informal classroom walk-through data; Writer's Workshop
Lack of understanding the developmental stages of writing process (K-1)	Writing Workshop Cohorts; PLCs; Professional Development; Informal classroom observations; Model Classrooms; Strategy Groups
<p>SMART Goal:</p> <p>The percentage of K-2nd grade students on or above instructional grade level expectations will increase from 64% to 67% (K); 54% to 57% (1st); 58% to 61% (2nd) by May 2023, as measured by easyCBM.</p> <p>The percentage of 3rd-5th grade students scoring at the proficient and distinguished learner level in ELA will increase from 30% to 39% by May 2025, with a 3% increase during the 2023, 2024 and 2025 school years as measured by the Georgia Milestones ELA Assessment.</p>	

Why are students not performing well in Math?

Priority Order: 2

ROOT CAUSE	HOW TO ADDRESS CONCERNS
Lack of number sense/fact fluency	Professional Development; Classroom observations and feedback with Number Talks; Explicit modeling from Academic Facilitator/ILS; Math Manipulatives; Informal classroom walk-through data
Lack of understanding multi-step word problems	3 Act Tasks; Explicit Modeling; Academic Vocabulary
Lack of metacognitive awareness in math	Professional Development; Classroom observations and feedback with Number Talks; Explicit modeling from Academic Facilitator/ILS; Use PLCs to incorporate CGI, number talks, and constructed response using academic vocabulary into daily instruction; Use of math manipulatives; Informal classroom walk-through data
Lack of consistent pacing and teaching all content through the year	Pacing/PLC guide, check-ins with PLC facilitators, Informal classroom walk-through data
Fidelity with RTI Interventions	Professional Learning Community; Data Analysis; Provide feedback based on progress monitoring and have students track progress towards goal(s); Quarterly meetings with RTI Chairs

SMART Goal:

The percentage of K-2nd grade students scoring at the 26th or above percentile will increase from 66% to 69% (K); 65% to 68% (1st); 64% to 67% (2nd) by May 2023, as measured by iReady.

The percentage of 3rd-5th grade students scoring at the proficient and distinguished learner level in Math will increase from 39% to 48% by May 2025, with a 3% increase during the 2023, 2024 and 2025 school years as measured by the Georgia Milestones Math Assessment.

Why are students not performing well in Science?

Priority Order: 3

ROOT CAUSE	HOW TO ADDRESS CONCERNS
Lack of informational reading comprehension and phonics to decode multisyllabic words	Professional Development; Word Study: Foundations training (K-2); school based (3-5) phonics training; Strategy Groups; Guided Reading; Raz/Epic; Informal classroom walk-through data; Integration of Science into ELA block
Lack of Consistent and Relevant Application and Knowledge of Standards	Creating STEM Units of Study; Read-Aloud Minilessons; Problem-Based Learning Tasks; Mystery Science; Realia; Discovery Education; Informal classroom walk-through data, Vertical planning, dig deep into Science standards at each grade level; STEM journals
Lack of Exposure to Inquiry-Based Standards	Mystery Science, Problem-Based Learning; Integrating and documenting use of the EDP into STEM Units; Informal classroom walk-through data
SMART Goal: The percentage of 5th Grade students scoring in Level 3 and 4 in Science will increase from 34% to 43% by May 2025, with a 3% increase each year 2023, 2024, and 2025 as measured by the Georgia Milestones Science Assessment.	

Why are students not performing well in Social Studies?

Priority Order: 4

ROOT CAUSE	HOW TO ADDRESS CONCERNS
Lack of informational reading comprehension	Social Studies Weekly; Strategy Groups; Guided Reading; Raz/Epic; Informal classroom walk-through data; Integration of Social Studies into ELA block
Lack of application-based activities.	Realia; Problem-Based Learning Tasks; Concept Mapping; Informal classroom walk-through data; Discovery Ed, Vertical planning, dig deep into Social Studies standards at each grade level
Lack of consistent pacing and teaching all content through the year	Pacing/PLC guide, check-ins with PLC facilitators, Informal classroom walk-through data
<p>SMART Goal: The percentage of 5th Grade students that meet or exceed expectations on the Common Social Studies Benchmark Assessment will increase from 18% to 27% by May 2025, with a 3% increase each year 2023, 2024, and 2025.</p>	

Schoolwide Reform Strategies that: Sec. 1114(b)(7)(A)(i-ii)

2a.i School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;**

2a.ii School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.**

<p>Goal 1: ELA The percentage of K-2nd grade students on or above instructional grade level expectations will increase from 64% to 67% (K); 54% to 57% (1st); 58% to 61% (2nd) by May 2023, as measured by easyCBM.</p> <p>The percentage of 3rd-5th grade students scoring at the proficient and distinguished learner level in ELA will increase from 30% to 39% by May 2025, with a 3% increase during the 2023, 2024, and 2025 school years as measured by the Georgia Milestones ELA Assessment.</p>					
<p>Evidence-based Action Steps: After looking at the English Language Arts data from the Georgia Milestones and Universal Screeners, RM Moore will continue to support instruction and learning through various strategies, interventions, and professional development. Below are the interventions, strategies, and/or practices that could be implemented in the school year 2022-2023.</p>					
Intervention/Strategy/Practice	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Documentation	Person(s) Responsible	Progress
Class Size Reduction Teacher (feedback; success criteria)	LMR	SY 2022-2023	Teacher Schedule and Roster	Grade Level Administrator; Classroom Teacher	

<p>Remedial Support Full-Time Teachers and Para (feedback; small group)</p>	LMR	SY 2022-2023	Teacher Schedule	Teachers; Paraprofessional; Administrators	
<p>Remedial Technology ELA Lab Teacher (support ELA with Science and Social Studies content integration through blended learning experiences/feedback)</p>	LMR	SY 2022-2023	Teacher Schedule Lesson Plans; Lab Data	Administration; Academic Facilitator; Lab Teacher	
<p>Instructional Materials for Students (whiteboards; Expo markers; pencils; markers; sticky notes; crayons, instructional games; phonemic awareness materials)</p>	N/A	SY 2022-2023	Purchase Orders Teacher supply list from units/plans	Classroom Teachers; Bookkeeper; Academic Facilitator	
<p>Children's Literature Books (to increase classroom libraries and sets of mentor text to assist students in developing reading fluency and comprehension skills; story element dice; vocabulary games; root word activities; integrate math content)</p>	N/A	SY 2022-2023	Reading Level Charts and data Lesson Plans	Classroom Teachers; Bookkeeper; AF/ILS	

Goal 1 continued: ELA

The percentage of K-2nd grade students on or above instructional grade level expectations will increase from 64% to 67% (K); 54% to 57% (1st); 58% to 61% (2nd) by May 2023, as measured by easyCBM.

The percentage of 3rd-5th grade students scoring at the proficient and distinguished learner level in ELA will increase from 30% to 39% by May 2025, with a 3% increase during the 2023, 2024, and 2025 school years as measured by the Georgia Milestones ELA Assessment.

Professional Development: What professional development will be implemented?

Intervention/Strategy/Action	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Person(s) Responsible	Progress
Academic Facilitator (AF) - to provide quality professional development, including coaching cycles, modeling, and assisting with lesson planning.	LMR	SY 2022-2023	AF; Administration	
Writing Workshop Cohort – provide best practices in writing instruction including standards, writing progressions, strategy groups with follow-up coaching cycles.	LMR	SY 2022-2023	AF/ILS; Kindergarten and First Grade Teachers	
PD Supplies to promote teacher engagement and increase instructional capacity (colored paper, cardstock, sticky notes, markers, pens, highlighters, poster charts, index cards, sleeve protectors, binders)	N/A	SY 2022-2023	AF/ILS; Bookkeeper	
Comprehensive Data Analysis Days (utilize data including Milestones to determine needs and build class and grade-level capacity in ELA strategies)	LMR	SY 2022-2023	AF/ILS	
Writer's Workshop (Building teacher capacity through increasing understanding of the stages of writing and best practices)	LMR	SY 2022-2023	AF/ILS; Classroom Teachers	

Schoolwide Reform Strategies that: Sec. 1114(b)(7)(A)(i-ii)

2a.i School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;**

2a.ii School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.**

<p>Goal 2: Math The percentage of K-2nd grade students scoring at the 26th or above percentile will increase from 66% to 69% (K); 65% to 68% (1st); 64% to 67% (2nd) by May 2023, as measured by iReady.</p> <p>The percentage of 3rd-5th grade students scoring at the proficient and distinguished learner level in Math will increase from 39% to 48% by May 2025, with a 3% increase during the 2023, 2024, and 2025 school years as measured by the Georgia Milestones Math Assessment.</p>					
<p>Evidence-based Action Steps: After looking at the Math data from the Georgia Milestones and Universal Screeners, RM Moore will continue to support instruction and learning through various strategies, interventions, and professional development. Below are the interventions, strategies, and/or practices that could be implemented in the school year 2022-2023.</p>					
Intervention/Strategy/Practice	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Documentation	Person(s) Responsible	Progress
Class Size Reduction Teacher (feedback, success criteria)	LMR	SY 2022-2023	Teacher Schedule and Roster	Grade Level Administrator; Classroom Teacher	
Remedial Support Full-Time Teachers and Para (feedback; small-group)	LMR	SY 2022-2023	Teacher Schedule	Teachers; Administration; Paraprofessionals	

<p>Instructional Materials for Students</p> <p>math manipulatives (place value kits; dice; unifix cubes; number lines; fraction towers and tiles, ten frames; Lego Spike Essentials)</p>	<p>N/A</p>	<p>SY 2022-2023</p>	<p>Purchase Orders</p> <p>Teacher supply list from units/plans</p>	<p>AF/ILS; Teachers; Bookkeeper</p>	
---	------------	---------------------	--	-------------------------------------	--

The percentage of K-2nd grade students scoring at the 26th or above percentile will increase from 66% to 69% (K); 65% to 68% (1st); 64% to 67% (2nd) by May 2023, as measured by iReady.

The percentage of 3rd-5th grade students scoring at the proficient and distinguished learner level in Math will increase from 39% to 48% by May 2025, with a 3% increase during the 2023, 2024, and 2025 school years as measured by the Georgia Milestones Math Assessment.

Professional Development: What professional development will be implemented?

Intervention/Strategy/Action	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Person(s) Responsible	Progress
Academic Facilitator (AF) - to provide quality professional development, including coaching cycles, modeling, and assisting with lesson planning.	LMR	SY 2022-2023	AF; Administration	
PD Supplies (to promote teacher engagement and increase instructional capacity) colored paper; cardstock; sticky notes; markers; pens; highlighters; posters; chart paper; index cards; sleeve protectors; binders.	N/A	SY 2022-2023	AF/ILS; Bookkeeper	
Comprehensive Data Analysis Days (utilize data including Milestones to determine needs and build class and grade-level capacity in Math strategies)	LMR	SY 2022-2023	AF/ILS	

Schoolwide Reform Strategies that: Sec. 1114(b)(7)(A)(i-ii)

2a.i School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;**

2a.ii School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.**

Goal 3: Science					
The percentage of 5th Grade students scoring in Level 3 and 4 in Science will increase from 34% to 43% by May 2025, with a 3% increase each year 2023, 2024, and 2025 as measured by the Georgia Milestones Science Assessment.					
Evidence-based Action Steps:					
After looking at the Science data from the Georgia Milestones and Common Benchmark Assessments, RM Moore will continue to support instruction and learning through various strategies, interventions, and professional development. Below are the interventions, strategies, and/or practices that could be implemented in the school year 2022-2023.					
Intervention/Strategy/Practice	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Documentation	Person(s) Responsible	Progress
Class Size Reduction Teacher (feedback, success criteria)	LMR	SY 2022-2023	Teacher Schedule and Roster	Grade Level Administrator; Classroom Teacher	
Instructional Materials for Students (gallon baggies; toothpicks; foam cups, Styrofoam balls; aluminum foil; plastic wrap; candy/food for experiments; plants; dirt; seeds;	N/A	SY 2022-2023	Lesson plans; Purchase orders	Classroom teachers; Bookkeeper	

STEM journals; reusable bags; Lego Spike Essentials)					
---	--	--	--	--	--

Goal 3 continued: Science The percentage of 5 th Grade students scoring in Level 3 and 4 in Science will increase from 34% to 43% by May 2025, with a 3% increase each year 2023, 2024, and 2025 as measured by the Georgia Milestones Science Assessment.				
Professional Development: What professional development will be implemented?				
Intervention/Strategy/Action	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Person(s) Responsible	Progress
Academic Facilitator (AF) - to provide quality professional development, including coaching cycles, modeling, and assisting with lesson planning.	LMR	SY 2022-2023	AF; Administration	
Science Best Practices (Building cross curricular units throughout to work towards certification, in-depth understanding of Science Standards/ content specific academic vocabulary, cross curricular integration)	LMR	SY 2022-2023	Administration; ILS/AF; STEM Committee	
Comprehensive Data Analysis Days (utilize data including Milestones to determine needs and build class and grade-level capacity in Science strategies)	LMR	SY 2022-2023	AF/ILS	
PD Supplies to promote teacher engagement and increase instructional capacity (colored paper, cardstock, sticky notes, markers, pens, highlighters, poster charts, index cards, sleeve protectors, binders)	N/A	SY 2022-2023	AF/ILS; Bookkeeper	

Schoolwide Reform Strategies that: Sec. 1114(b)(7)(A)(i-ii)

2a.i School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;**

2a.ii School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.**

Goal 4: Social Studies					
The percentage of 5 th Grade students that meet or exceed expectations on the Common Social Studies Benchmark Assessment will increase from 18% to 27% by May 2025, with a 3% increase each year 2023, 2024, and 2025.					
Evidence-based Action Steps:					
After looking at the Social Studies data from the Common Benchmark Assessments, RM Moore will continue to support instruction and learning through various strategies, interventions, and professional development. Below are the interventions, strategies, and/or practices that could be implemented in the school year 2022-2023.					
Intervention/Strategy/Practice	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Documentation	Person(s) Responsible	Progress
Class Size Reduction Teacher (feedback; success criteria)	LMR	SY 2022-2023	Teacher Schedule and Roster	Grade Level Administrator; Classroom Teacher	
Instructional Materials for Students (whiteboards; Expo markers; pencils; markers; Post-it notes; crayons; relia)	N/A	SY 2022-2023	Lesson plans; Purchase orders	Classroom teachers; Bookkeeper	
Goal 4 continued: Social Studies					

The percentage of 5th Grade students that meet or exceed expectations on the Common Social Studies Benchmark Assessment will increase from 18% to 27% by May 2025, with a 3% increase each year 2023, 2024, and 2025.

Professional Development: What professional development will be implemented?

Intervention/Strategy/Action	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Person(s) Responsible	Progress
Academic Facilitator (AF) - to provide quality professional development, including coaching cycles, modeling, and assisting with lesson planning.	LMR	SY 2022-2023	AF; Administration	
Comprehensive Data Analysis Days (utilize data including Common Social Studies Benchmark Assessment to determine needs and build class and grade-level capacity in Social Studies strategies)	LMR	SY 2022-2023	AF/ILS	
PD Supplies to promote teacher engagement and increase instructional capacity (colored paper, cardstock, sticky notes, markers, pens, highlighters, poster charts, index cards, sleeve protectors, binders)	N/A	SY 2022-2023	AF/ILS; Bookkeeper	

- Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:
- a). Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards;
 - b). use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantage	Foster and Homeless
SIOP; MUST Ministries food pantry; Friday backpacks; School Supplies; Gift Cards for Transportation	Coordinate with Zone Social Worker and School Counselors; District-Provided Tutoring; Friday backpacks; School Supplies; Gift Cards for Transportation
English Learners	Migrant
SIOP; ESOL Endorsed Teachers; WIDA Can-Do descriptors; Environmental Print/Labels	District-Provided Tutoring; MUST Ministries food pantry; Friday backpacks; School Supplies; Gift Cards for Transportation
Race/Ethnicity/Minority	Students with Disabilities
High-Interest Hands-On Activities; Realia; Manipulatives; EIP; Culturally Relevant Texts; Parent Resource Room	Supportive Instruction; Progress Track; Do the Math; Co-Teaching/Resource Models; Mindplay, Scholastic Literacy

Technology to Support the Curriculum

Evidence-based Implementation Plan of Action:

Technology included will support blended learning and allow for teachers and students to collaborate and extend learning in digital platform. Technology items will also help support direct instruction in phonemic awareness (Heggerty) and provide learning opportunities for teachers reflection (iPad).

Intervention/Strategy/Practice	Support of Goal(s)-specify number	Timeline	Person(s) Responsible	Progress
210 Mice for laptops (to provide students with ease of access when participating in blended learning opportunities)	1, 2, 3, 4	SY 2022-2023	AF/ILS; Classroom Teachers	
72 Chromebooks with etching; 6 secure laptop charging stations (12 capacity) to provide students with more access to blended learning opportunities.	1, 2, 3, 4	SY 2022-2023	Administration; AF/ILS; Teachers	
Printer ink for AF (to be used for materials to build staff capacity in order to meet the needs of at-risk students)	1, 2, 3, 4	SY 2022-2023	AF/ILS; Bookkeeper	
1 iPad and case (to be used with instructional coaches to support micro-teaching and blended learning initiatives.)	1, 2, 3, 4	SY 2022-2023	AF; ITS; Classroom teachers	
Repairs and Maintenance of technology equipment purchased with Title I funds and no longer under warranty (LCD; keyboard; bottom cover; palm rest; ac-adapters)	1, 2, 3, 4	SY 2022-2023	AF; ITS; Classroom teachers	
29 myHeggerty Subscriptions (to provide K-2 students with decodables and phonemic awareness instruction.)	1	SY 2022-2023	Administration; AF/ILS; Teachers	

<p>Mobile Interactive Board (to support core content instruction)</p>	<p>1,2,3,4</p>	<p>SY 2022-2023</p>	<p>Admin; ILS/AF; ITS; Classroom Teachers; Bookkeeper</p>	
<p>3 Large Computer Monitor Screens (for use of instructional coaches during professional development/presentation creation; resource creation; data analysis to support their efforts in increasing teacher capacity and addressing student needs; for use by Parent Engagement Facilitator during presentation creation, document creation, data analysis and video editing to support their efforts in increasing parent capacity)</p>	<p>1,2,3,4</p>	<p>SY 2022-2023</p>	<p>ILS; AF; PEF; ITS; Bookkeeper</p>	
<p>Writing A to Z (to be used with students in grades K-5 in order to provide supplemental writing instruction and resources to address different writing genres and student levels)</p>	<p>1</p>	<p>SY 2022-2023</p>	<p>Admin; ILS/AF; ITS; Classroom Teachers; Bookkeeper</p>	
<p>Mastery Connect (for students in grades two through five to be used by teachers to identify student levels of understanding, target students for intervention, and inform instruction)</p>	<p>1,2,3,4</p>	<p>SY 2022-2023</p>	<p>Admin; ILS/AF; ITS; Classroom Teachers; Bookkeeper</p>	

ESSA Requirements to Include in the Schoolwide Plan- Section 1116 (b)(1)

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

- Parents are notified of the School Parent and Family Engagement Plan in multiple ways, in an understandable format and to the extent practicable, in a language parents can understand. The school meets annually in the spring to jointly revise the School Parent and Family Engagement Plan with all stakeholders. Additionally, feedback from Parent Engagement events, the Annual Revision Meetings and spring survey are used to revise capacity building meetings each year for staff and parents.

Parent and Family Engagement Program				
Evidence-based Implementation Action Steps: Use the spring survey results and stakeholder feedback garnered from the spring revision meetings to develop and carry out a plan for building capacity for families and staff with a focus on improving academic achievement.				
Intervention/Strategy/Practice	Rationale/Article (If article indicate strong, moderate or promising and include link.)	Timeline	Person(s) Responsible	Progress
Parent Engagement Facilitator (PEF) Full-time and Part-time (to cultivate home-to-school interactions; build parent and teacher capacity)	LMR	SY 2022-2023	PEF; Administrators	
Parent Engagement Supplies for the Resource Room (to help parents work with their children to improve their achievement in all content areas)	N/A	SY 2022-2023	PEF; Administrators; Bookkeeper	
Parent Engagement Supplies for Parent Engagement Events (to	N/A	SY 2022-2023	PEF; Administrators; Bookkeeper	

<p>help parents work with their children to improve their achievement in all content areas) baggies; folders; paper; dice; spinners; playing cards; magnets; math and ELA games; blank dice, dry erase pockets; playdough; fly swatter; finger lights; story element dice</p>				
<p>Supplies for Title I Communications (ink)</p>	<p>N/A</p>	<p>SY 2022-2023</p>	<p>PEF; Administrators; Bookkeeper</p>	

Schoolwide Reform Strategies: Section 1114(b)(7)(A)(i-iii)(I-V)

c) Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include:

i). **counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside the academic subject areas;**

- Two onsite counselors provide:
 - In school individual student support
 - Offer small group support as needed to build skills
 - Work with parent facilitators to get food and clothing donations home to students and families
 - Monitor and support a student mentoring program
 - Deliver the puberty education training
 - Deliver the Speak Up, Be Safe program to first, third, and fifth grades.
- Mod Squad Mentoring program in collaboration with Reinhardt University (For boys with behavior or SEL concerns)
- Check and Connect program in collaboration with District initiative (For students who show warning signs of disengagement with school and do not have a strong relationship with any adult at the school)

ii). **preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools;**

- Career lessons will be taught directly and indirectly by the two on-site counselors at RM Moore Elementary STEM Academy. They will use the Career Day to initiate interests in a variety of careers and expose students to working professionals who will share their experiences and interests in their field. Grade-level follow up from the counselors will include direct lessons on careers specific to local and regional careers as well as new and expanding fields.
- Additionally, one of the Georgia focused Career Paths is the STEM Pathway. RM Moore Elementary STEM Academy has allocated one Title I allotment teacher as the dedicated K-5 Remedial ELA Technology Lab teacher. Students will visit this lab during their designate Special rotation at least once in eight days. The lab class will integrate the grade level Science, Social Studies, and ELA standards and the engineering design process. The Remedial ELA Technology Lab will substantially impact the achievement of students as it will work in parallel with curriculum standards. The Remedial ELA Technology Lab teacher will work to increase all

teachers understanding of Problem-Based Learning and how it can be applied in all content areas. In addition, Problem-Based Learning initiatives across the curriculum have been implemented and have shown increases across all subject areas when authentic learning and standards-based opportunities occur.

- RM Moore Elementary STEM Academy continues to be a part of the Discovery Education STEM Teaching/Coaching Cohort. Over the next year a team of teachers and administrators within RM Moore will be working to implement the STEM Framework and lesson plans within their classrooms, impacting the instruction school wide. The goal is to obtain Cognia STEM certification and create a transdisciplinary concept of STEM instruction throughout the building.

iii). implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

- Established Response to Intervention (RTI) Process, supported by the counselors, teachers, school psychologist, and administration
- RTI Chairs: Teachers will work closely with the classroom teachers and interventionists to ensure that the interventions are being done with fidelity and that the proper documentation of parent meetings is recorded into the RTI portal.
- RTI Behavior Teacher will focus on the behavior process and monitor teacher's fidelity of implementation with regards to Restorative Practices, Morning Meetings, and Tier 2 and 3 interventions.
- Counselors lead group and individual mediation strategies with students that need support
- Administration facilitates Restorative Practices measures with individual students and/or pairs/groups
- Mindset training for staff who work with students who benefit from de-escalation practices
- Maintain a 'calm down' room
- School-wide positive behavior program through tribes who earn points for following school expectations

iv). professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

- We have included teachers in professional development activities regarding the use of academic assessments, to enable them to provide information on, and to improve, the achievement of students and the overall instructional program in the following ways:

- High Impact Strategies- needs assessment based on walkthroughs, professional learning provided to all teachers by the ILS/AF on Hattie's high impact strategies.
- PLC Design Focus - ongoing professional development and coaching on PLC Design and protocol to ensure data focus and a collaborative environment.
- PLC Data Analysis - follow up on instructional strategies, administrative review of data, data analysis days for all PLCs
- Success Criteria and Teacher Clarity- needs assessment based on walkthroughs, professional learning provided by the ILS/AF and coaching through PLCs on utilizing Success Criteria with students
- ESOL Best Practices - needs assessment based on current qualifications and SIOP trained teachers, district supported professional learning
- ELA Instruction – guided reading, writing workshop, and word study professional development in alignment with the district initiatives on the 5 Pillars of Reading ongoing from ILS/AF, monitored by walkthroughs.
- Math Instruction - number sense and math reasoning professional development from ILS/AF, monitored by walkthroughs
- We have included teachers in professional development activities regarding the use of academic assessments, to enable them to provide information on, and to improve, the achievement of students and the overall instructional program in the following ways:
 - Redelivery of trainings
 - New teacher mentoring
 - Professional Learning Communities

v). strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

- RM Moore Elementary STEM Academy will host a Kindergarten Meet and Greet for all incoming Kindergarten students. At this time, all upcoming Kindergartners will come to the school and learn more about what it will be like to be a RM Moore Kindergartner. Students will view classrooms, participate in activities, meet teachers, view important places in the building, and get to know friends.
- Parallel to this larger event, two in-house Pre-K classes foster the transition by allowing students to partake in the daily routines of an elementary school. Communication with parents and families about student progress and preparation helps with the first weeks of kindergarten.

Evaluation of the Schoolwide Plan—34 CFR § 200.26

a). Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.

- Progress is monitored at the middle and end of the year and denoted in the SWP and through the End of the Year Evaluation.

b). Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

- The End of the Year Title I Evaluation is the process by which the schoolwide program is used to determine the effectiveness of the Schoolwide Plan in increasing the achievement of students in meeting the challenging state academic standards.

c). Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program.

- Edits are made periodically throughout the year to the SWP as it is determined that data supports changes. At the end of the year, the most current data is reviewed through the End of the Year Evaluation process and the SWP is revised for the upcoming school year. Additionally, action steps and best practices are updated for the coming school year to ensure that students, particularly those most at-risk, can meet the challenging State academic standards.